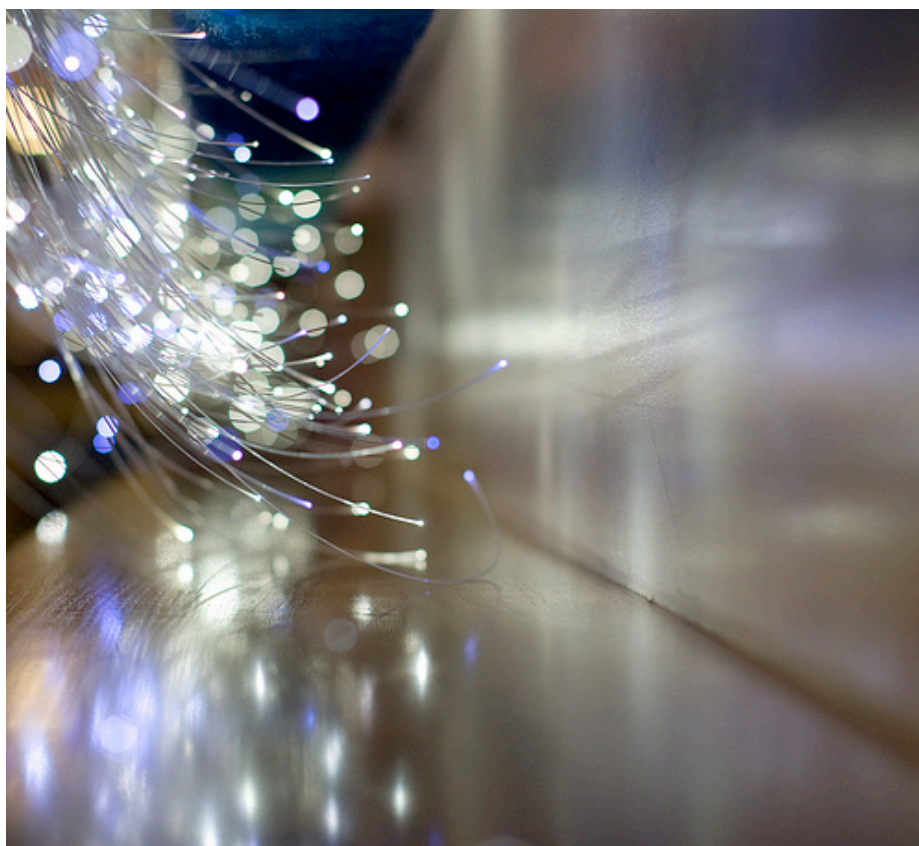


T E C H N O L O G Y 2 0 1 2

The Future of Learning @ SAS

3 YEAR TECHNOLOGY PLAN



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Executive Summary

As a Learning Community, Shanghai American School sees emerging technology as a catalyst for change and community growth as well as a vehicle to empower future generations learners.

Our students must be taught the skills needed to compete in the high tech rich environment of today's universities and colleges and in the global workforce. In order to do this, SAS must build a program that will allow it to be considered one of the leading schools in the world, in Asia and in Shanghai.

The SAS vision for 2012 states that SAS "will use technology in innovative and authentic ways to enhance learning and communication." For the past two years, the professional staff at SAS has been working to research and develop a plan for the enhancement of teaching and learning which promotes a student-centered learning environment. This framework, *Technology 2012: The Future of Learning at SAS*, has been developed under the direction of Deputy Superintendent working with the Technology Integration Specialists and classroom teachers on each campus, including the input of the senior administrators.

This framework outlines the integration of:

- o A dynamic, high speed network for wireless, wired, voice and video communications.
- o Elementary Classroom appropriate technology tools such as desktop and laptop computers, digital video projectors, sound systems, document cameras and interactive whiteboards in classrooms and programs.
- o 1:1 Student Laptops for grade 5-12 students.
- o Educational professional laptops (teachers, counselors and administrators)
- o Middle School and High School Classroom appropriate technology such as digital video projectors and sound systems to support the 1:1 classroom environment.
- o Ongoing professional development programs to address fundamental educational change and transitions to high technology environment.

Shanghai American School is committed to integrating the use of emerging technology in all curricula, and to developing the learning skills needed for students of today and tomorrow. By finding new ways to ensure that the use of emerging technologies will be an integral part of every child's education, students and teachers will benefit from an enhanced learning environment.

Shanghai American School Mission Statement

Shanghai American School, in partnership with parents, fosters the development of each student's personal potential through a balance of the academic, physical, social, emotional and ethical aspects of life. SAS provides a challenging American core curriculum with an international perspective that inspires a passion for learning and intellectual vitality.

Shanghai American School Vision Statement

By 2012, the Shanghai American School will be recognized as a leading international school in Asia and the world by providing a rich cultural and social learning environment for families who seek an exemplary core American educational program. SAS will prepare each child for academic and personal success in higher education and life in a global society.

To accomplish this vision, SAS will:

1. Maximize benefits derived from the cultural and linguistic learning experiences in China and from the rich multi-cultural backgrounds of SAS families.
2. Provide well-balanced co-curricular activities and community service programs.
3. Serve, with honor and respect, a broad range of children as identified through a fair and well-defined admission process and complementary learning support programs.
4. Use technology in innovative and authentic ways to enhance learning and communication.
5. Create programs, assessments and experiences that serve to unite the school and to celebrate the distinctiveness of each campus community.
6. Engage and support teachers, administrators, and staff in a unique professional learning community that provides opportunities to grow, develop, and learn together in all aspects of their professional lives.
7. Be financially secure and constantly strive to assure future financial strength.

Educational Technology Mission

It is the educational technology mission at SAS to provide students with the skills necessary to prepare them for post-secondary education and the workforce. Shanghai American School will promote the use of tools and create an environment that allows all members of the school community optimum personal and educational growth through the infusion of appropriate technology into daily school learning. As directed by the SAS vision the Shanghai American School community will use technology in innovative and authentic ways to enhance learning and communication.

Educational Technology Vision

By the year 2012, Shanghai American School will:

- o Provide appropriate access to computers as a learning tool throughout the school:
 - o In the primary grade classrooms where computers will be shared by students to encourage collaboration and creativity.
 - o In the upper elementary classrooms where class sets of laptop computers will provide students an introduction to independent research and project based learning.
 - o In the middle school and high school classrooms where students will use a laptop assigned to them to use as their primary personal tool for learning, creating, collaborating and organizing their learning.
 - o For educational professionals in the school (teachers, counselors and administrators) a personal laptop computer for each.
- o Provide instructional support at all levels to guide student's learning in classrooms that are resourced with technology tools that will allow for high levels of communications and collaboration.
- o Provide instructional and support staff, administrators, counselors and nurses differentiated professional development based upon NETS standards in order to provide a high levels of developmentally appropriate infusion of technology tools into the educational programs at SAS.
- o Require that students at all levels use technology tools to learn and demonstrate mastery of basic skills and concepts.
- o Require students demonstrate mastery in information literacy and digital literacy that are essential to life-long learning, success in higher education and workforce preparation.
- o Provide a broad range of technology curricular offerings to provide students with the skills necessary to compete in post-secondary education and the workforce.

Educational Technology Essential Conditions

This vision will be realized only with support and proactive leadership from the administrators, teachers and parents of Shanghai American School and by recognizing the following points are essential conditions in accomplishing the SAS Technology Vision.

- o All Educators (teachers, counselors and administrators) must be skilled in the use of technology for learning
- o Content standards and curriculum resources by be clearly documented and assessed.
- o Student-centered approaches to learning are used in the classrooms and programs.
- o Assessment of the effectiveness of technology for learning is constantly monitored.
- o Access to contemporary technologies, software, and telecommunications networks is part of a regular review and renewal cycle.
- o Technical assistance for maintaining and using technology resources be maintained and provided to all members of the school community.
- o Community partners, who provide expertise, support, and real-life interactions must be developed and expanded.
- o Ongoing financial support for sustained technology assure program development over the long term
- o Policies and standards supporting new learning environments must be developed and approved.

Technology Beliefs

At SAS we believe that:

- o Technology should be seamlessly integrated into the daily lives of our students, educators, and staff members. This can only be accomplished by placing technology tools in the hands of all learners.
- o Students, teachers and staff should have access to technology anytime and anywhere.
- o Technology should facilitate educational opportunities beyond the walls of the classroom.
- o All students, teachers, and staff will have equitable access to technology.
- o Technology expectations for staff should be supported by ongoing staff development and technical support that is readily available and reliable.
- o Technology serves as a vehicle for lifelong learning.
- o Technology resources will be dependable.
- o Thorough research, related to future trends and best practices, should guide the acquisition and development of quality technology resources.

Current Research

Current research related to the role of technology for schools present the emerging reality as follows:

- Laptops provide a platform for learning environments and personal growth unlike any learning tool ever invented. This is documented by many educational researchers and writers:
 - o “The missing technological element is true one-to-one computing, in which each student has a device he or she can work on, keep, customize, and take home. For true technological advance to occur, the computers must be personal to each learner. When used properly and well for education, these computers become extensions of the students' personal self and brain. They must have each student's stuff and each student's style all over them (in case you haven't noticed, kids love to customize and make technology personal), and that is something sharing just doesn't allow. Any ratio that involves sharing computers -- even two kids to a computer -- will delay the technology revolution from happening. (Prensky, 2007)
 - o Laptop classes were more active learning environments. Most revealing was the Laptop students' superiority in using the computer as a learning tool. Laptop students to be more attentive and interested in learning. (Lowther and Ross, 2003)
 - o Ever more prevalent, and presupposing at least a 1:1 ratio between students and computers, is the concept of “ubiquitous computing”** (Weiser, 1991) Computers are embedded in everyday life activities to the point of “invisibility,” so that we unconsciously and effortlessly harness their digital abilities as effort-saving strategies for achieving the benefits of “distributed intelligence” (Pea, 1993).
 - o At a National Research Council workshop on improving learning with information technologies that brought together K-12 educators, learning scientists and technology industry leaders, Pea et al. (2003) characterized 1:1 computing as an essential “first transformation” for realizing the potential of computing to support learning and educational processes.
 - o Laptop students demonstrate superior writing skills and have two seemingly important advantages over non-Laptop students. One is that their teachers placed greater emphasis on research and problem-solving tasks. Second, Laptop students have greater accessibility to and better skills at using application software geared to solving open-ended learning problems. (Lowther and Ross, 2003)
 - o In the Year 1 evaluation of the program results indicated greater uses in the Laptop classes of student-centered teaching strategies, such as project-based learning independent inquiry/research, teacher as coach/facilitator, and cooperative learning. Overall, the Laptop classes were “busier” and more active learning environments. Most revealing was the Laptop students' superiority in using the computer as a learning tool. (Lowther and Ross, 2003)
 - o Another positive impact is suggested from the significant finding in Grade 5 (and directional trend in Grades 6 and 7) for Laptop students to be more attentive and interested in learning relative to Control students. (Lowther and Ross, 2003)

Stillwater Minnesota's Laptop Program

The Stillwater Area Public Schools began their laptop initiative in November of 2003. At that time, each teacher at Stillwater Junior High School (SJHS) and Oak-Land Junior High School (OLJHS) received a laptop and began a program of professional development focused on increasing teachers' knowledge and skills related to using the laptops and integrating technology into their curriculum. Students at both schools received laptops in the spring of 2004. High school students had their own laptop in a one-to-one program that allowed computers to be taken home. The junior high used mobile laptop carts, offering a 3:1 student-to-laptop ratio. Both schools made wireless Internet access available throughout their buildings and offered students and parents online access to course assignments and grades.

The "Stillwater Area Public Schools Laptop Initiative Evaluation Report" was published in November, 2008. As the following highlights reveal, the evaluation showed that the district was making good progress towards meeting its goals:

- * Eighty-four percent of teachers said that access to a computer or laptop contributed to an increase in students' higher-order thinking skills. This was confirmed in interviews with the teachers and classroom observations by the researchers.
- * More than 90 percent of teachers agreed they were better able to access diverse teaching materials and resources for their students with help from the technology. Furthermore, 90% of the OLJHS teachers and 81% of the SJHS teachers said that the computers helped them to individualize learning.
- * Eighty-four percent of the teachers agreed that they were better able to meet their curriculum goals when students were using computers or laptops. In observations of instruction with laptops at both schools, researchers found that a high proportion of the students were focused on the intended curriculum objectives when using the laptops and that they frequently were involved in learning activities that could not otherwise be easily done. These results provide evidence that the laptops are being used to enhance the curriculum rather than serving as an add-on to the standard curriculum.
- * Information from several sources suggested that student engagement was higher when students had access to computers or laptops, with the vast majority of students at both schools indicating that using a computer at school or home makes schoolwork more enjoyable.
- * More than half of the students surveyed said they are better able to understand their schoolwork when they have access to computers. A slight majority of students indicated they used the laptops to pursue a topic beyond the assignment and the vast majority reported that laptops encourage them to revise and organize work.

- * Student access to a computer increased communications with teachers when students were at home. Laptops also created more communication with other students about school projects and assignments from home.
- * Parents value online access to their child's assignments/class calendar and grades. Over three-fourths of the parents at each school reported that they had worked on schoolwork with their child using a computer, indicating that the new technology did not intimidate parents. Conversations about assignments and grades have also increased.
- * Statistical analyses of the growth in student achievement in reading and mathematics during junior high, as measured by standardized tests, revealed few significant differences between students at SJHS and students at OLJHS. The results suggest that neither the one-to-one model nor the cart model of laptop access detract from students' performance on standardized assessment measures.
- * All other benefits were more apparent with the high school's one-to-one program than with the junior high school's cart program.

Further information about 1:1 Laptop programs can be found at <http://www.aala.org>

Other Successful 1:1 Implementation Programs

- A notable large-scale implementation in 2001, Henrico County Public Schools (HCPS) in the state of Virginia was the largest school district in the US to give every student a computer in its middle and high schools, serving 25,000 Grade 6-12 students and teachers.
- Within the US alone, several districts are already supplying every student within their middle- and high-school classrooms with one to one computing resources. (Edison Schools, Illinois' School District 203, and the State of Maine and the State of Michigan among others)
- 2006: 30% of the districts in the US implementing 1 to 1 reported moderate to significant improvement while in 2007: 78.7% of the districts reported moderate to significant improvement in learning gains.
- 27.1% of the school districts in the United States are reporting 1:1 implementation under the strictest definition of 1:1 computing: a full grade level with NO carts.
- The average district PILOT in the US in 2008 was 1631 students, with 40% of schools including over 1000 students and 10% including over 5000 students
- Only 7% of schools noting problems with their 1:1 implementation.

Educational Computing Platform

Through the spring and fall of 2008, the educational technology team, in collaboration with classroom teachers investigated, and discussed the appropriate computing platform for the delivery of educational computing for instructional purposes at SAS.

The review committee consisted of:

- Andrew Torris, Deputy Superintendent,
- Alan Knoblach, High School Principal-Puxi
- Orion Weber, Information Technology Manager
- Matthew Leishman, Middle School Vice Principal
- Anna Gu, Information Technology Manager
- Don Miron, Technology Coordinator
- Thomas Banaszweski, Technology Specialist
- Scott Williams, Middle School Teacher
- Jeff Dungan, Technology Specialist
- Kris Sheehan, Technology Specialist
- Amanda DeCardy, Technology Specialist
- Ryan Kulikowski, Middle School Teacher
- Patrick McMahon, Technology Specialist
- Peter Anthony, IB Psychology Teacher
- Simon May, Technology Specialist
- Carol Jordan, IB Science Teacher
- Mike Romard, Technology Specialist
- Simon Power, Technology Specialist
- Andre Kelly, 3rd Grade Teacher

Considered input on this decision was taken from:

- Craig Trygstad, Director of Development, Communications and Marketing
- Lynne Coleman, Curriculum Coordinator
- Philippa Curtis, Curriculum Consultant
- Technology Directors and Administrators from: Concordia International School-Shanghai, International School of Bangkok, Western Academy of Beijing, Hong Kong International School and Singapore American School.

The specific considerations and requirements that were analyzed by the technology leaders and then reviewed by an additional committee of teachers and administrators were:

Infrastructure/Servers must:

- Server software must cover an unlimited number of users without additional licensing costs for all included services.
- Must provide wiki, blog and podcasting services locally on a school owned server.
- Must provide enterprise-calendaring service appropriate for both administrator, teacher and student/parent use.
- Must support multiple system platform (Windows, Mac OS X, Linux) clients for file sharing, etc.

- Vendor must show an effective defense strategy to protect the infrastructure against viruses, intrusion etc.
- Must provide a facility for a standards-based chat to manage chat traffic within the school's network. This must work with multiple platforms.
- System imaging and network booting tools.
- Must include a video streaming solution from a locally housed streaming server.

Client Software must:

- Must include high definition movie editing software.
- Must include podcasting and music creation software.
- Must include photo editing and management software.
- Must include text chat, video conferencing, screen sharing and remote presentation software.
- Must include simple web design and publishing software.
- Must include music and podcasting subscription software.
- Must include calendaring software, including access to the integrated calendaring server.
- Must include 2-D and 3-D graphing software.
- Must be capable of running an up-to-date version of the Microsoft Office Suite.
- Must have remote monitoring and management software capabilities built-in.
- Must have parental controls, including the ability to monitor and log web activities and set active time limits on computer use.
- Must have a built-in screen reader, text-to-speech and other accessibility features to assist users with disabilities.
- Vendor must propose an effective anti-virus strategy that minimizes impact on the user and IT support.
- Must have an automatic backup application or facility.

Laptops system requirements:

- Demonstrable features to increase durability of hardware in the rough-and- tumble school environment.
- Built-in video camera and microphone
- 802.11n wireless (108 Mbps) compatibility
- Bluetooth
- Expandability to 4 GB of memory
- Serviceability: easy replacement of hard drives, batteries, etc.
- Lightweight: 5.0 lbs or less
- Minimum two USB 2.0 ports
- Minimum 4 hours of REAL WORLD usable battery life
- Gigabit Ethernet built-in

For Implementation Requirements provide for SAS a:

- description of your experience in China implementing one-to-one laptop programs.
- description of how your organization will provide consulting expertise in the integration of the technology with our academic and curricular goals.
- demonstration of your understanding of how an academic institution's needs differ from those of a corporation or other commercial entity.
- description of integrated project management, consultation, and coordination of stakeholders that you have used at other schools or work sites. Describe how you will manage this process at SAS.

- description of the process by which you will provide asset tagging, imaging and logistical support for the distribution of laptops to staff and students.

Training and Professional Development Requirements of SAS:

- Vendor must provide IT training and certification to IT staff in Mandarin and English
- Vendor must provide basic skills training for teachers on the included applications, the operating system and the hardware.
- Vendor must provide a suggested first-year schedule of training and professional development for teaching staff, IT staff and other constituents.
- Vendor must propose a method for sustainable teacher professional development to increase the efficacy of technology use in the classroom.
- Vendor must propose online, self-paced tutorials for the digital authoring applications listed above that can be deployed **locally** to all SAS users.
- Vendor must propose access to a repository of teaching materials and resources that are compatible with the applications listed above.

Warranty, Service and Support Requirements:

- A single vendor **must** support the server hardware, server operating system, client hardware, client operating system, and all client application software listed above, from a single point of contact, in-person at the school's two sites.
- The same vendor must provide engineers to conduct warranty and non-warranty repairs on-site at SAS commensurate with the needs of a 1:1 implementation of 2400+ laptops on two campuses.
- Vendor must propose a method to reduce or eliminate downtime for students and teachers while systems are being repaired, including loaner systems, loaner batteries, spare parts buffers and a method for students to access all their data from loaner units.
- Systems must be capable of being re-imaged in less than 30 minutes.
- Vendor must provide "tier 2" support to SAS help desk staff by telephone to help help desk staff when they are challenged. This must include hardware, the operating system and most installed applications.
- Vendor must provide an estimate for the staffing levels required by the school to support the quantity of systems being discussed in this RFP, and cite examples of where these staffing levels have been shown to be acceptable.

Other Considerations that will be considered in this proposal:

- Vendor must show a commitment to community engagement, knowledge exchange and other ways in which they can add value to the overall technology program at SAS.
- Vendor must provide relevant research, both qualitative and quantitative, showing the efficacy of its products in a one-to-one computing environment.
- Vendor must show experience in one-to-one laptop deployments, citing at least two examples in China, Asia and globally. (Experience includes not only hardware provision, but training, professional development, consultation and all other aspects of one-to-one programs.) Vendor should provide details around the size of the deployment, the maturity of the deployment and evidence of success.
- Describe your organization in China and show how it is structured to meet the needs of international schools.
- Provide at least three Asian references, preferably China-based, for our independent follow-up.

Financial Considerations to provide:

- A cost analysis for the above infrastructure and laptop requirements in US dollars and Chinese Yuan.
- A comprehensive total cost of ownership analysis for above system and infrastructure requirements over a 3 and 4 year period of time.
- A cost analysis of the above requirements in US dollars and Chinese Yuan for warranty, service and support listed above.
- A cost analysis of the above requirements in US dollars and Chinese Yuan for any Implementation, Training and Professional Development service requirements.

Three computing platform vendors replied to the requests for information around these requirements: Dell Computing Company, Lenovo Computer Company and Apple (Macintosh) Computer Company. All three presented an hour and half presentation to the the computing platform review committee. Written materials were submitted.

The major considerations of this choice were included the price (equal to or lower than the other two options), support (both technical and professional development), Technical considerations (including server design, client software).

A change in operating systems, no matter the computer is imminent. Microsoft Vista has been in circulation for some time now and most new machines are being sold with Vista installed. This has significant training implications as does a move to the Macintosh platform. In the end, both alternatives will require training support. Another consideration in moving to a new platform from a Microsoft Windows based machine. In all cases, data and files from either platform can be moved, shared and used by all computing platforms.

Finally, in pilot implementations at all levels of the organization, the Macintosh environment has been proven to be:

- Durable and low maintenance
- Educationally appropriate
- Easy to use
- Easiest Interface to move to (either Vista or OSx)
- Popular with teachers and students

After a review of all the above considerations and issues, the Macintosh computing platform was selected with broad-based support from the committee members to be the educational computing platform at Shanghai American School.

The support services offices, finance and some administrative computers will remain as Dell computers or as directed by the administrators of those departments.

Pedagogical Background

To achieve this vision, SAS must put in place a program that addresses the needs of a changing society. The prudent implementation of technology in the school environment is needed to promote many of the specific skills, knowledge and expertise essential to success in post-secondary education and the workforce.

The Partnership for 21st Century Skills, defines these skills as:

Creativity and Innovation:

1. Demonstrating originality and inventiveness in work.
2. Developing, implementing and communicating new ideas to others.
3. Being open and responsive to new and diverse perspectives.
4. Acting on creative ideas to make tangible and useful contributions.

Critical Thinking and Problem Solving

1. Exercising sound reasoning and understanding.
2. Making complex choices and decisions.
3. Understanding the interconnections among systems.
4. Identifying and asking significant questions that clarify various points of view and lead to better solutions.
5. Framing, analyzing and synthesizing information in order to solve problems and answer questions.

Communication and Collaboration Skills

1. Articulating thoughts and ideas clearly and effectively through speaking and writing.
2. Demonstrating ability to work effectively with diverse teams.
3. Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
4. Assuming shared responsibility for collaborative work.

Information literacy in post-secondary education

1. Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand.
2. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Technology Plan Preparation

1. Strategic Goal

The strategic goal of the Shanghai American School Technology Plan is to create a school and community-wide educational environment, incorporating the use of technology. Through the use of technology, SAS will support the Expected School-wide Learning Results (EAGLES) and will address the needs of teachers, students, administrators and parents thereby providing opportunities for personal and professional enrichment and anywhere, anytime life-long learning.

2. Strategic Objectives to Support the Goal

The following strategic objectives will support the school in reaching this goal:

- a. Technologically-rich learning opportunities will be available to all students and staff of Shanghai American School including.
 1. Access to on-campus web 2.0 tools to communicate and publish including blogs and file, photo & video sharing applications.
 2. Personal portable computing devices (laptops) for each student grade 6-12.
- b. The use of technology will reinforce, enhance and extend the learning process in all grades.
- c. School-based management will insure the maximum flexibility of implementation and use of technology at the school.
- d. School staff, including teachers, administrators and aides, will demonstrate proficiency in using technology as appropriate to their area of responsibility.
- e. SAS will adhere to National Education Technology Standards (NETS) set forth by the ISTE for teachers, students and administrators which includes a standards revision cycle. SAS will establish a periodic review of our curriculum and its adherence to those standards.

Strategies to Implement the Goals and Objectives

To accomplish the goals and objectives of this plan, the school will provide an ongoing and creative commitment to the fast-changing demands of modern technology. Thus, a flexible approach toward this plan's implementation is acknowledged. An ongoing evaluation of the implementation of the plan's objectives will ensure the continuing use of technology will be appropriate and available to all in the SAS community.

During the next three years, a number of strategies will support the implementation of the Shanghai American School Technology Plan.

1. Equitable Access to Technology

1.1-Shanghai American School will endeavor to see an equitable distribution of level appropriate technology throughout the three divisions on both campuses- elementary, middle and high schools.

1.2-Shanghai American School will endeavor to maintain a sufficient number of technology support staff (technical/logistical and educational) so that all requests for assistance can be handled in an appropriate and reasonable time.

1.3-Access to technology will be available to students for enrichment and support of the classroom learning process before, during and after school hours.

1.4-The School will provide opportunities for students to electronically access school resources, assignments, and other information during non-school hours.

2. Technology and Learning

2.1- The school will use its existing curriculum development process to ensure the incorporation of technology into all planned courses and to articulate the scope and sequence, K-12.

2.3-Each student and staff member will have access to a host of online educational tools for research, email, file transfer and other appropriate learning opportunities to enhance:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration Skills
- Information Literacy in Secondary and Post-secondary Education

2.4-The school will develop and support the use of Distance Learning opportunities for SAS staff members through the continued development of online professional development opportunities.

2.5-Each classroom will have access to the Internet and the school's networked resources. Each classroom will also be equipped with:

- Digital Video (LCD) projector
- Audio/video (sound) system.
- Access to networked printers.
- Connectivity to a multitude of audio/video devices such as a DVD player or other portable devices.
- Scanner and/or document camera.

2.6-Each professional staff member will be equipped with a portable computing device (laptop) for use in their work. A three year replacement program will ensure that the goals of the technology plan are achieved. Teachers will have the opportunity to replace their portable computing devices at the end of this cycle.

2.7-Students in Grades 7-12 will have access to a portable computing device (laptop).

SAS will provide as a back up to these devices a surplus to ensure uninterrupted learning opportunities.

2.8-SAS will continue to support school-owned portable computing devices grades 3-6.

2.9-SAS will continue to support school-owned computing devices in grades PreK-2 for classroom use.

3. Resources Available for the SAS Community

3.1-The school will endeavor to create community awareness of the SAS technology program to promote the use of educational technologies.

3.2-The continued development of the school's online resources will demonstrate the uses of technology, provide communication resources, publicize employment opportunities, streamline the admissions process, suggest links for additional information and provide interaction opportunities with the community.

3.3- SAS will work to develop an integrated system of technology resources thereby allowing for a single logon process for all SAS technology users in the SAS community. This process will include the need to push toward the hosting of these resources on-site making their integration possible and more easily managed.

4. School-based Technology Management

4.1-The school's Deputy Superintendent, Network Systems Manager, Technology Integration Specialists and Communications Department will meet regularly to assess progress of the Technology Plan and to recommend revisions when needed and appropriate

4.2-The Shanghai American School Network Systems Manager will ensure the continued development and periodic review of a network security plan and an emergency recovery plan for all networked systems.

4.3-Furniture standards for future equipment will include use and accommodation of technologies that are age appropriate and comfortable for students.

4.4-The school's Library Media Center will continue to develop its computerized catalog of resources including its online database of paid resources as a content resource for students.

4.5- The school will set up and use a web based online help system to streamline the help system for both the technology and support services departments.

5. Staff Proficiency in Technology

5.1-The SAS Technology Integration Specialists will provide relevant and appropriate professional development opportunities in using technology to enhance the educational process for SAS faculty, administrators and support staff. Topics should include:

1. Digital Literacy
2. Technology Infused Learning
 - a. Communication and collaboration with web tools
 - b. Designing technology infused units and lessons
 - c. Designing 21st century curricula
 - d. Differentiated instruction
 - e. Digital storytelling
 - f. Documentary filmmaking
 - g. Language acquisition using portable audio devices.
 - h. Project based learning with technology
3. Leadership and Management
 - a. Visioning and planning for 21st century learning environments
 - b. Technology and curriculum infusion strategies
 - c. Managing change and accountability

5.2-The school will provide current media, software and other resources for staff development and use for technology implementation and instructional management including remote desktop manipulation and learning management systems.

5.3-The school will recognize staff members that are able to demonstrate the effective use of technology in their classrooms and are able to share their knowledge base with others in the school and community. The school will encourage and nominate professional staff who are role models in instructional technology for further professional development.

This will include:

1. Recognition of educators who effectively integrate technology curriculum and professional practice.
2. Recognition of educators who demonstrate use of technology for collaboration and planning.
3. Recognition of educators who demonstrate expertise in empowering students and their own learning.

5.4-The school will write position descriptions to incorporate technology, where necessary, to perform jobs effectively.

5.5-The school will endeavor to hire staff with backgrounds in technology integration.

5.6-The school will provide all support staff, teachers and administrators with access to a single integrated on-site web-based Student Information System thereby streamlining the schools record keeping, reporting and in-servicing. The system is to include online grading, scheduling, resource booking, student health information and administrators and parents with the ability to monitor student progress. Such a system is to include access from anywhere in the world on multiple computer platforms. The system will be integrated into other technology learning systems at the school as cited in section 3.3.

5.7 The school will provide professional development opportunities for its technical staff for additional certification in hardware and software applications.

6. Promote Technology Learning Standards

6.1.-Appropriate technology standards outlined in the International Society for Technology in Education (ISTE) standards will be used to insure that all students have a competency in the use of new technologies. Example of coursework and students learning outcomes may encompass hardware certifications and software development training. The ISTE standards will be used to match appropriate hardware and software to identified tasks. (See section J for SAS Technology Standards based on ISTE)

6.2-As part of an annual evaluation of the use of technology as part of the learning environment, the Technology Integration Specialists will evaluate the impact of the increased use of technology in assisting students reach educational goals and standards. In addition, the review process will endeavor to identify new uses for technology to improve teaching techniques and to better serve individual needs.

6.3-Students will develop electronic portfolios that demonstrate competency in all subjects.

6.4-Secondary students will continue to receive assistance in using technology to prepare for success at university and college settings and for career planning.

Critical Issues to be Faced

In order for Shanghai American School to be successful in meeting the goals and objectives of this plan, the following critical issues will need to be addressed:

1. Communicating the Plan

It is critical that the school clearly articulate goals, progress and initiatives of the technology plan to the SAS staff and community. Particular attention will need to be given to not separating the impact of the investment proposed in this plan from the rest of the curriculum. With full integration of technology as a goal, it is important for staff to feel this is an investment student learning.

The school will use its publications, both online and off to create a dynamic showcase and to communicate school news and technology initiatives.

2. Professional Development

To fulfill the expectations of the technology plan, continued access to professional development opportunities needs to be afforded to the teaching staff. These resources will include sponsoring teachers for summer and spring break learning opportunities. Future workshops and in-service programs will be developed on an on-going basis to fulfill specific requirements identified by subsequent technology proficiency surveys. Teachers and staff will be given ample release time from their working day to attend full day ongoing professional development opportunities. Specific areas of focus will include digital literacy, technology infused learning (i.e Communication and collaboration with web tools, designing technology infused units and lessons, designing 21st century curricula, language acquisition using portable audio devices and project based learning with technology.)

Specific professional development in the areas of leadership and management will include:

- a. Visioning and planning for 21st century learning environments
- b. Technology and curriculum infusion strategies
- c. Managing change and accountability

Staff should be given every opportunity to present or attend conferences within the EARCOS region which might include but are not limited to:

- Presenting at SAS sponsored professional development activities.
- Presenting at regional teacher's and technology conferences
- Other Technology Professional Development opportunities as they arise.

3. Curriculum

The school will use its existing curriculum development process to ensure the incorporation of age-appropriate technology into all planned courses and to articulate the scope and sequence, K-12.

SAS will provide a technology curriculum that will prepare students for the digital con-

nected world of the 21st century. In order to prepare students for this future, SAS will provide courses at the middle school and high school level that will promote the following technologies:

- Networking, servers and connectivity issues in high school.
- Introduction to programming integrated with the middle school Math program.
- Courses in multimedia and graphic design
- Courses that meet AP and IB prerequisite requirements in grades 10 & 11.
- Courses to include programmable robotics.

Beginning in grade 9, SAS will provide as part of its standard curriculum, information to assist students in making informed decisions about technology related careers.

4. Facilities and Equipment

The school made significant technology purchases in recent years to provide students and staff with computers and Internet access. SAS has, however, lagged behind in recognizing and correcting technological needs. This has created an organizational gap between what teachers are expected to do and the resources available to them. As computers, networking equipment and facilities are acquired, the Deputy Superintendent, Network Systems Manager, Technology Integration Specialists and administrators will review and modify minimum standards of equipment as necessary. All equipment standards developed will ensure the compatibility and inter-operability, whenever possible and practical, with existing components and technologies.

This would include a revision of our current technology infrastructure systems to include:

- Providing ubiquitous wireless access to all students and staff campus wide.
- Upgrade the school's wireless infrastructure to the most recent speed standards therefore providing increased bandwidth for such things as unlimited audio and video streaming.
- Continue to support and further develop video conferencing infrastructure between the two campuses as a way of fostering communication between campuses, divisions, and departments.
- Provide a dedicated on-campus server for our Student Information System to include an overseas backup in the event of an unforeseen school closure. This system would replace our outdated Admin+, GradeQuick, Edline systems which are not wholly supporting our schools current and future needs. By serving all our Student Information System needs on-campus and by using an all encompassing program, we create a system which will allow for the integration of other school applications including our virtual school environment and other online resources.
- Provide dedicated on-campus servers for our educational portal services that will include:
 - Moodle: Our online virtual school environment.

- Individual school portals: To showcase school products and communicate with community.
 - Read/Write Tools: For student and staff educational use (blogs and wikis).
 - A student e-portfolio system.
- With the development of the school's networked infrastructure outlined in this plan, the school should set up a Voice Over IP (VOIP) telephone system saving money in the long-term as well as improving communication locally and internationally.
- SAS will provide students grades 6-12 with a personal portable computing device (laptops) that permits students the opportunity to access information and communicate with peers and experts in the context of learning in the classroom.
- SAS will align its technology program, including course offering, across both campuses.

5. Software

SAS will endeavor to incorporate applicable software into the educational process. Software that furthers educational goals and objectives of the plan will be introduced via in-service workshops. The SAS teaching staff will be encouraged to utilize supplemental teaching material in digital format such as E-books and software that offers an alternative approach to teaching. An annual review of the software used in the school, both educational and system-wide, will be conducted by the Deputy Superintendent, Network Systems Manager, Technology Integration Specialists and administrators.

When specific technology is requested by the teaching staff, it will be the responsibility of individual teachers to demonstrate that proposed technology purchases support the curricular goals of the school with the process monitored by the Technology Integration Specialists, Network Systems Manager, and Deputy Superintendent. Every endeavor will be made to assure that specific purchases are equitably distributed throughout departments, divisions and campuses.

The software adoption process will be as follows:

- Teachers will suggest software based on curricular standards and learner outcomes.
- Software suggestions that meet these criteria will then be reviewed by department heads or team leaders to evaluate at grade or department levels to ensure standard software usage across departments and grade levels.
- After department and grade level review, software recommendations will be reviewed by the K-12 Technology Integration Specialists to ensure system compatibility and to check for redundancy.
- Technology Integration Specialists will meet with the Network System Manager to discuss hardware and network requirements.
- All software will then have final adoption approval by the Deputy Superintendent.

6. The Standard Classroom

As briefly mentioned in section H-2.5, in an organization as big as Shanghai American School, maintaining an equal distribution of technology resources can be difficult to achieve. In order to promote such equality, a standard set of tools for each classroom is being proposed. Those tools should include:

- One school owned laptop supplied to the teacher.
- Software for word processing, graphic editing, communication, multi-media (both audio and video) creating and browsing the Internet.
- An LCD projector
- A digital media player that can play various file formats.
- A set of classroom speakers.
- A scanner/document reader

7. Security

SAS appreciates issues related to security for both the school campus and the networked communication system. The IT Manager will endeavor to maintain the security of its networked system through periodic reviews of the security protocols in use and outlined in a site security plan. Numerous threats exist including viruses, spyware, worms, phishing email fraud, network sniffing and denial of service attacks. There will be ongoing research into new network security threats as they arise. The primary protection employed will remain a hardware firewall configured with strict access rules.

8. Networking

Ideally, implementation of this technology plan would create a community-wide network to allow each member of the SAS community to share information anytime, anywhere on an equitable basis. To that end, the school would need to further develop its communication infrastructure by providing students with school assigned email accounts on a school based email system. This would facilitate and promote communication not only with SAS students but also the entire SAS community. A web based portal to facilitate access to all SAS resources will need to be set up to make access to these resources more transparent for teachers and staff living throughout Shanghai. Components of the portal would include on-campus blogging, Wiki and Moodle servers integrated into the school's student information system.

9. New and Emerging Technologies

The rapid rate of change in technology and how it can facilitate education remains a challenge for all schools. This technology plan recognizes that standards assumed while developing this document (September 2007) will need to be reviewed on a yearly basis. As technology changes, it is important that the technology plan has the flexibility to adjust to those changes. The annual evaluation suggested in the Evaluation and Standards section of this plan outlines this process.

With the pace of technological change, keeping equipment in use after most of the rest of the world has moved to a new standard will be counterproductive to the goals and objectives of this plan. A transparent plan for technology replacement needs to be identified that will replace obsolete technological equipment on a continuing basis as needed.

10. Legal and Ethical Issues

The Internet, as an open medium, permits access to vast amounts of information, some of which is inappropriate in an educational setting. It is the expectation that individuals gaining access to the Internet through school owned technology will use it appropriately. Guidelines for and definitions of inappropriate use of school technology are outlined in the Acceptable Use Procedure. The AUP was developed with input from the school administration, Technology Integration Specialists and Deputy Superintendent. The documents will be included in all student and faculty hand books. Students and parents are required to sign these documents.

Student handbooks outline guiding principles for plagiarism and cheating with attention to electronic copying of digital information. Other policies and guidelines will be developed as issues arise in the future.

It is assumed that all members of the SAS community will adhere to international copyright standards on all school owned equipment. This includes but is not limited to:

- Software
- Media (DVD, CD, VCD)
- Hardware
- Music and other digital media

11. Evaluation and Standards

Continuing an ongoing evaluation of this technology plan will be an important step in ensuring its implementation.

A. Technology integration Specialists will:

- Establish measurable standards and goals to insure that progress is being made toward full implementation of the plan (e.g., Number of students utilizing online resources through the SAS virtual school is 80% of students in a particular class., The use of school Internet and school paid online resources as demonstrated by the number of visits to resources through the Search Page links is 1,345, a 7% increase over the previous semester. etc.)
- Meet periodically each year with department heads and team leaders to evaluate and develop an ongoing process of curricula revision in light of technology integration progress.

- Compare student achievement in all areas at the completion of each school year as compared to the prior year to assist in identifying areas of technological use that warrant emphasis. In addition, technology competency standards as outlined by the National Educational Technology Standards for Students will provide annual benchmarks to track improvements.
- Regularly survey technology use of both staff and students. In addition, annual surveys of technology use among parents and other adult members of the community will be analyzed to determine if the primary goal of this plan is being attained. Data from all surveys will be collected and used in future reporting, analysis, planning and evaluation.
- Produce periodic reports for awareness and input for the superintendent, school board, parents, teachers and staff that describe progress made toward attaining the goal and objectives. With the assumption that the Technology Plan will remain dynamic, it is critical for the Technology Integration Specialists to meet regularly during the school year to determine if the goals and objectives of the plan are being met in light of current technologies. They will make recommendations to add or modify the strategies established in this plan, in coordination with the school administration, to enhance the learning process of students and staff.

B. School Principals will:

- Evaluate staff for technology integration as part of a teacher's standard evaluation process. Individual teacher technology integration goals as well as the ISTE teacher's technology standards will be used as benchmarks for this process.
- Meet regularly with department heads and other school leaders to both formally and informally assess the school's adherence to the SAS technology goals and objectives as outline in this Technology Plan.
- Strive to meet the technology standards for administrators as outlined by the National Education Technology Standards for Administrators.
- Will evaluate the Technology Integration Specialists in conjunction with the Deputy Superintendent

Addendum A - Technology Standards

Technology Standards for Students: “What students should know and be able to do to learn effectively and live productively in an increasingly digital world ...”

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

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The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- promote, support, and model creative and innovative thinking and inventiveness
- engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- promote and model digital etiquette and responsible social interactions related to the use of technology and information
- develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- participate in local and global learning communities to explore creative applications of technology to improve student learning
- exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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NETS FOR ADMINISTRATORS 2002

The NETS for Administrators builds on the work of the Technology Standards for School Administrators (TSSA) Collaborative, where ISTE had a leading role in developing these standards. The NETS•A embraces the TSSA vision and extends it to additional administrative job roles. These standards are indicators of effective leadership for technology in schools. They are a national consensus among educational stakeholders of what best indicates effective school leadership for comprehensive and appropriate use of technology in schools.

I. Leadership and Vision

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of high-quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice

I.

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

IV Support, Management, and Operations

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Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate high-quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

VI Social, Legal, and Ethical Issues

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Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision making related to these issues. Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

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Shanghai American School

An International Community

Shanghai American School Educational Technology, Electronic and Digital Network Acceptable Use Practices and Procedures (AUP)

Introduction

The Shanghai American School can provide students, visitors and employees with access to the school's Voice and Data Network, which may include the Internet, e-mail, and telephone access, and any future electronic digital communication devices.

The digital network (including all equipment and computers at all school sites) is the property of the Shanghai American School and is to be used for the purpose of educating students and conducting school business as outlined in the procedures contained in this AUP.

The proper use of the Internet and digital network is the joint responsibility of students, parents, visitors and employees of the school.

Purpose

The acceptable use procedures provide guidelines to ensure the safety, reliability, accountability, network/ data integrity and security of the digital network. It also protects our students, staff and technology resources. The acceptable use procedures also provide guidelines for public web content publishing. It does not outline expectations for technology integration or instruction.

Guidelines for all users of Shanghai American School Network and Technology Resources

1. Prohibited Activities

- Any use constituting a crime or violating Chinese national or international law.
- Any use related to a violation of applicable codes of conduct.
- Any use of utilities or software applications that interfere, disrupt or gather information about remote school owned network or technology resources.
- Connecting unauthorized devices to the school network.
- Unauthorized modification or repair of School owned technology resources and network infrastructure.
- Computing resources are not to be used for commercial purposes or for personal financial or other gain.
- Violating terms of applicable software purchase, licensing, or acquisition agreements or infringing any patent, copyright, trademark, or other intellectual property right.
- Use of unapproved file sharing software and or services to access or share files, folders or other digital information.
- Use of the school network that transmit unauthorized student images, video or other identifiable information to remote users.

- Publishing, altering or deleting code, content, or data without appropriate authorization.
- Publishing defamatory, scandalous, illegal, harassing, threatening, intimidating, or unlawfully obtained matter, or matter provoking or promoting violence.
- Willfully transmitting computer viruses or otherwise willfully damaging or disrupting any computer facility, software, or data.
- Willfully accessing or attempting to access protected data, files, web pages, or computers (wherever located) without appropriate access rights.
- Any use specifically prohibited by the Superintendent, Deputy Superintendent or Information Technology Manager, or his or her designee after written warning.

2. Privacy

As providers of the computer equipment and digital network, the school reserves the right to monitor all users' communications on the school's digital network, even with remote equipment. This authority is based on ensuring the appropriateness of school communications. Each user must have written acknowledgement of clearly understanding this procedure. The act of annually signing this document signifies the user clearly understands the procedure and agrees to execute this procedure in good faith.

3. SAS Electronic Communications

For purposes of this document, electronic communication includes point-to-point messages, postings to newsgroups and any electronic messaging involving computers and computer networks. Organizational e-mail accounts, including those used by student organizations, are held to the same standards as those for individual use by members of the Shanghai American School community. E-mail is also generally considered public record to the same extent as it would be on paper communication.

A. User Responsibilities

Your Shanghai American School e-mail account is for your use only. You must not let anyone else use your account. You are responsible for all activities that originate from your computer account.

You must use your correct name to identify your account, either when you apply for an account or first use an account that was provided by school staff. All other personal information must be supplied when requested and must be correct and current. You must use your correct name and computer account in all electronic mail and messages.

You are responsible for protecting your files from reading or writing from unauthorized users.

B. Use of Electronic Communication

While not an exhaustive list, the following uses of electronic communication by individuals or organizations are considered inappropriate and unacceptable at the Shanghai American School.

In general, e-mail shall not be used for the initiation or re-transmission of:

- Chain mail that misuses or disrupts resources - e-mail sent repeatedly from user to user, with requests to send to others.

- Harassing or hate-mail - Any threatening or abusive e-mail sent to individuals or organizations that violate Shanghai American School rules and regulations. Virus hoaxes.
- Spamming or e-mail bombing attacks - Intentional e-mail transmissions that disrupt normal e-mail service.
- Junk mail - Unsolicited e-mail that is not related to Shanghai American School business and is sent without a reasonable expectation that the recipient would welcome receiving it.
- False identification - Any actions that defraud another or misrepresent or fail to accurately identify the sender.
- E-mail content that is not considered staff or school business related. Transmission of unprotected student data including information that specifies any student name(s), number(s), and/or student record(s).

4. Copyright Infringement

Users of the digital network may not upload, download, transmit to another computer, print a hard copy or commit any infringement upon the exclusive rights of reproduction, distribution, adaptation, public performance and public display of an on-line or off-line copyrighted work. Not all works on the Internet or intranet are in the public domain. This policy will be enforced as it pertains to school created and student created educational content.

5. Trademark Infringement

No symbol, logo, phrase, or other trademark from a document, website, or other source may be uploaded, downloaded, linked, or in any way transmitted without the express permission of the trademark owner.

A. Passwords

Passwords are for internal use and are not to be distributed to anyone without expressed permission of the Information Technology Manager. Employee (teacher/administrator/school staff) system or school application passwords shall not be shared with or disclosed to students, interns, other employees, visitors or friends. System or school application passwords include access to the Shanghai American School network or other school applications. Passwords are tracked for accountability and security to a specific user. Passwords do not create an expectation of privacy when it comes to monitoring and internal or criminal investigations.

B. Remote Use of Computers

Use of computers away from the traditional school sites includes, but is not limited to, home, car, hotel, and other off-site locations. Users shall have no expectation of privacy when conducting school business at off-site locations. Additionally, users must adhere to all the same procedure restrictions as if they were using the computer at the school site when conducting school business.

6. Modification or Repair of School Technology Devices and Network Infrastructure Equipment

Users must not attempt to implement, configure, or create their own network infrastructure. This includes, but is not limited to, basic network devices such as hubs, switches, routers, network firewalls, and wireless access points.

7. Additional Requirements for Students/Staff/Visitors Requesting a Waiver for Personal Electronic Property

Students, staff and visitors requesting to operate their personal electronic property within the school must obtain written approval and abide by the following additional requirements:

- Any computer that is connected to the SAS Digital Network via wired or wireless control must have approved and functioning anti-virus software running with up-to-date virus definitions. Acceptable anti-virus software includes those by Norton/Symantec, McAfee, and Trend Micro.
- A Waiver for Personal Electronic Property form must be signed (denoting approval) by the school or department administrator prior to operating any personal electronic property in Shanghai American School schools or offices.
- Any visitor/student/staff that operates any personal electronic property must also sign and acknowledge this AUP.

8. Enforcement

Users who violate these procedures may be subject to other penalties and disciplinary action, including possible expulsion or dismissal. Alleged violations will be handled through the Shanghai American School disciplinary procedures applicable to the user. User machines may be locked down to limit access. The Shanghai American School may suspend, block or restrict access to an account or user, independent of these procedures, when it reasonably appears necessary to do so in order to protect the integrity, security, or functionality of Shanghai American School or other computing resources or to protect the Shanghai American School from liability. The Shanghai American School may also refer suspected violations of applicable law to appropriate law enforcement agencies.

Users of school owned technology resources are responsible for the security and safe-keeping of these resources at all times. Also, users can be held responsible for violations of this AUP if their system is used with or without their permission to violate any portion of this AUP or any applicable codes of conduct or laws.

AUP violations will be tracked by schools and departments to prevent future occurrences.

9. Terms and Conditions

All terms and conditions as stated in this Acceptable Use Procedure are applicable to all users of the network and school technology equipment.

Any violation of the Acceptable Use Procedure could lead to the revocation of the network and computer access privileges, disciplinary action and/or appropriate legal action as outlined in Section 3, Enforcement, of this procedure.



Acceptable Use Procedures Agreement Form

Upon signing this agreement, I, a user of the digital network, acknowledge that I clearly understand the agreement and have no further questions as to the content and delivery of this Acceptable Use Procedure and agree to abide by agreement.

I, as a user of the Shanghai American School Digital Network, also affirm that since I have no confusion over the content of this procedure, there will be no violation of this procedure or any other civil nor criminal laws relating to computer use.

I, as a user of the Shanghai American School Digital Network, will indemnify the Shanghai American School and hold harmless for violating Shanghai American School Digital Network Acceptable Use Procedure which causes:

- humiliation internally and with the public
- disruption of services
- civil or criminal liability.

I, as a Shanghai American School Digital Network Acceptable Use Procedure user, waive any right to litigate an inadequate training claim or other negligence claim against Shanghai American School for not clearly understanding this procedure.

I understand that the written portion of the Acceptable Use Procedure must be signed annually by every Shanghai American School employee, student/parent or external user. This written agreement for use and access to the Shanghai American School Digital Network will be required in writing and kept on file at each school department.

Employee or External User (Visitor) *(Applies to all users)*

User Name (please print): _____

School/Department or Visitor Affiliation: _____ (i.e., PDHS, IT Dept., Parent, Newspaper)

User Signature: _____ Date: _____

Shanghai American School

Learning with Laptops Handbook

Technology 2012: The Future of Learning at



SAS

Shanghai American School

West Campus
258 Jin Feng Lu
Zhudi Town, Minhang Dist.
Shanghai, China 201107
Tel: 6221•1445

East Campus
Shanghai Links Executive Community
San Jia Gang, Pudong
Shanghai, China 201201
Tel: 6221•1445

Section 1: Laptop Specifications

Apple MacBook

- Processor: Intel Core 2 Duo 1066 MHz Frontside bus 3 MB shared L2 cache
- Memory: 2GB
- Hard Drive: 120•160GB
- Floppy Drive: None
- Optical Drive: CD/DVD
- Expansion Slots: 2x PCMCIA Slots
- External Ports: 2xUSB, 1xVGA, 1xMicrophone In, 1xSound Out
- Operating System: OS X Tiger
- Application Software: Microsoft Office, Adobe CS3, Inspiration, iWork, iLife...
- Screen: 13 Inch
- Keyboard and Mouse: Standard Laptop Keyboard with Touch Pad
- Multimedia Package: Built Stereo Speakers; Software Control Volume
- Battery: 6c Lithium Ion Battery
- Modem –56.6 Kbps
- Network Adapter:
- Wireless Networking Adapter:
- AC Adapter – 64 Watt type
- Some additional software will be provided at a later date.

Section 2: Receiving Your Laptop

Laptops will be distributed during our “*Laptop Orientation Night*.” A parent must attend this event in order to receive the laptop.

Before receiving the laptop, students and parents must sign and return these forms/agreements:

1. the Shanghai American School *Acceptable Use Procedures and Practices* Form,
2. the *Responsible Use and Liability Contract*,
3. Parents and students are also to pay appropriate fees as required which may include insurance on the laptop. When these things are completed, the laptop can be issued.

Section 3: Taking Care of Your Laptop

General Precautions

- No food or drink is allowed next to your laptop while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully in the laptop.
- Students should never carry their laptops while the screen is open.
- Laptops should be shut down before moving them to conserve battery life.
- Laptops must never be left in a car or any unsupervised area.
- **Students are responsible for keeping their laptop’s battery charged for school each day. Students should also bring their laptop charger to school each day.**

- Do not expose your laptop to extreme temperature, direct sunlight, or ultraviolet light for extended periods of time. Extreme heat or cold may cause damage to the laptop.
- Always bring your laptop to room temperature prior to turning it on.
- At home, do not plug the laptop into an overloaded electrical socket. This may damage the laptop and/or start a fire. Plug the laptop only into a socket that is not being shared.
- If you will not use the laptop for a long period of time (winter vacation for example), disconnect the power plug and keep the laptop in a safe place where it can't fall or be stolen.
- You should never try to use the wireless laptop in a hospital as the radio waves can interfere with medical equipment.
- Never use or place the laptop in a bathroom or any other damp environment including where it may be exposed to rain. Such exposure could cause a fire, electrical shock and/or damage to the laptop.
- Never operate the laptop during a thunder/lightening storm with it plugged in. If a storm begins, immediately disconnect the laptop's power cable and turn off the laptop. Failure to do so may result in a loss of data and/or damage to the laptop.
- Never use a magnet near the laptop. Remember that TVs and stereo speakers have magnets in them. Exposure to magnets can damage the laptop.

Carrying Laptops

The protective cases provided with laptops have sufficient padding to protect the laptop from normal treatment and provide a suitable means for carrying the computer within the school. The guidelines below should be followed:

- Laptops and power supplies should always be within the protective case when carried and used at school. The bag is designed to hold the laptop while in use to protect it if it falls off a desk.
- Other items should not be stored in the carrying case to avoid placing too much pressure and weight on the laptop screen.
- The laptop must be turned off before placing it in the carrying case.

Screen Care

The laptop screen can be damaged if subjected to rough treatment. The screen is particularly sensitive to damage if excessive pressure is placed on it.

- Do not lean on the top of the laptop nor place objects on top of it when it is closed.
- Do not place anything near the laptop that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Clean the screen with a soft, dry anti-static, or micro-fiber cloth. **Please do not use any type of liquid or water on the laptop.**

Section 4: Using Your Laptop at School

- Laptops are intended for use at school each day. Students are responsible for bringing their laptop to all classes, unless specifically advised not to do so by their teacher.
- If students leave their laptop at home, they may check out a loaner laptop if one is available. Identification and a check-out agreement form must be completed and on file before a student can check out a loaner. Please remember that loaner laptops are on a first-come first-serve basis, and when they are checked out, we do not have additional laptops available. Repeat violations of this policy will result in disciplinary action.

Laptops Undergoing Repair

- If a problem occurs with the laptop, students should not attempt repairs but should instead immediately contact the Apple Service Center.
- Loaner laptops may be issued to students when they leave their laptops for repair with the Service Center.
- Students will be expected to return the loaner laptop by the end of the school day to the Service Center.

Charging Your Laptop's Battery

- Laptops must be brought to school each day in a fully charged condition. Students need to charge their laptops each evening. Repeat violations of this policy will result in disciplinary action.
- Students should bring the charger in the laptop bag each day.

Screensavers and Backgrounds

- In appropriate background images are not permitted which includes inappropriate language, alcohol, drugs or within its files. Infractions will result in disciplinary action.
- The school reserves the right to check a student's laptop at anytime.

Sound

- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.

Printing

- Students may use school printers with teacher permission. However, printing will be limited to only those things needed directly for instruction.
- Please remember that most printing should be done at home to ensure that work is turned in on time.
- Printing stations will be available at the school.

Section 5: Managing Your Files and Saving Your Work

Saving Your Work

- Students will not have network access at home; therefore, work should only be saved to a thumb drive. Students will need to provide one USB thumb drive for saving files.
- Replacements must be purchased by the student. During maintenance and imaging, all work saved to may be lost.
- **Students should save all of their work daily using their USB thumb drive.**
- It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Computer malfunctions are not an acceptable excuse for not submitting work.
- **SAVE OFTEN and BACK UP YOUR THUMB DRIVE.**

Section 6: Laptop Software

Originally Installed Software

- The software originally installed by Shanghai American School must remain on the laptop in usable condition and be easily accessible at all times.
- It is the responsibility of the Technology Facilitator to install additional software programs and files.

Additional Software

- It is the responsibility of the Technology Facilitator and/or the school technology support department to install school software programs or files.
- Violent games and computer images containing obscene or pornographic material are banned on any computers brought to school.
- From time to time the school may add software applications for use in a particular course. The licenses for this software require that the software be deleted from laptops at the completion of the course. Periodic checks of laptops will be made to ensure that students have deleted software that is no longer required in class and that the school has not exceeded its licenses.

Inspection

- Students may be selected at random to provide their laptop for inspection without notice.

Laptop Identification

- Student laptops will be labeled in the manner specified by the school. **Under no circumstances are students to modify, remove, or destroy these labels!**

Laptops Left in Unsupervised Areas

- Under no circumstances should laptops be left in unsupervised areas. Unsupervised areas include the school grounds and campus, computer labs, cafeteria, break areas, unlocked classrooms, bathrooms, and hallways. Any computer left in these areas is in danger of being stolen.
- Unsupervised laptops will be confiscated by staff and taken to the administrative office. Disciplinary action may be taken for leaving your laptop in an unsupervised location. Each student is responsible for their laptop once it has been issued.

Section 7: Laptop Longevity

- The standard laptop model purchased through the school will be expected to last for three school years. If, however, financial constraints make it difficult to purchase new devices at the end of a three year period, the school reserves the right to extend the longevity of the portable devices.
-

SAS Student Acceptable Use Practices

When using the school assigned notebook or our network, user must be guided by the Shanghai American School Eagles and proper ethical behavior. This includes:

- Respect and Caring for Self
- Respect and Caring for Others
- Sense of Belonging
- Social Responsibility

Students are responsible for good behavior on school computer networks, just as they are in a classroom or a school hallway. General school rules for behavior and communications apply to online environments. The network is provided for students to complete assignments, conduct research, and communicate with others for school related activities. Other activities are to be deemed inappropriate.

Outside of school, families bear responsibility for such guidance because they exercise similar responsibility with such information sources as desktop computers, television, telephones, movies, radio and media.

Keeping the school assigned notebook safe is your responsibility - use common sense. Damage caused to the notebook due to negligence or theft of the notebook is not covered by the Apple Care Warranty and may not be covered by any private insurance your family may have. The following suggestions will increase the chances of keeping the notebook safe and in good working order:

- To eat and/or drink near the notebook is asking for trouble. There should never be any food or drink around the notebook either at school or at home.
- Inserting foreign objects (paperclips, pens, etc.) into the ports (openings) of the notebook will cause damage.
- Use the notebook on a flat, stable surface.
- Removing the notebook from its protective bag while using it in class or moving between classes is not using common sense. The bags were designed to have the notebook remain inside at ALL times.
- After shutting down/powering off the notebook, it should be gently closed from the top center of the screen.
- Never, leave the notebook computer unattended anywhere, anytime!

The computing and communication facilities and services provided by SAS are for teaching, learning, and administration. Failure to follow SAS Acceptable Use Practices and Procedure will be considered a breach of the schools behavioral code and may subject the student to both disciplinary action by the school and/or potential legal action.

*This is an abridged version of the SAS Acceptable Use Practices and Procedure. The policy in its entirety and other policies related to the notebook program can be found at <http://www.saschina.org/aup/> (not posted yet) Please take a few minutes to locate and familiarize yourself with the policy.

As a “Responsible User” I agree to:

- actively use the MacBook for educational and school related activities.
- take care of the MacBook at all times - I recognize that it is an expensive learning tool and I will treat it with respect and take special care to keep it from being damaged or used inappropriately.
- secure the MacBook at all times and not use other school assigned MacBooks without permission.
- keep my password private and not use anyone else’s password.
- make the school assigned notebook computer available for regular random checks to monitor the usage, compliance with approved standards, and/or re-imaging.
- permit SAS staff to access the school assigned email account, web pages, and any other computer based materials on the MacBook or network storage locations.
- send and display only appropriate messages, pictures, music, or any other media.
- use language appropriate to a classroom at SAS when communicating in an online environment.
- conduct myself appropriately when interacting with others in an online environment.
- be responsible for all of my data and will regularly BACK-UP my files.
- have only SAS approved applications on the MacBook and understand that by not doing so I risk having the laptop files erased and the original operating system and applications reinstalled.
- be entirely responsible for the material stored on the notebook.
- ensure that I have the rights to all applications and files that are on the MacBook.
- protect my personal privacy when I am online by not revealing my home address, phone number, or other information of a personal nature.
- not to copy or pass-on software supplied by SAS.
- remove all SAS-owned software from the MacBook after leaving the school.

Students found to be using the school assigned notebooks inappropriately will face disciplinary action.

I have read and agree to abide by the SAS Acceptable Use Guidelines. Students and Parents or Guardians are to sign this document below demonstrating their understanding and acceptance of the above practices and procedures.

Student Name (please print): _____

Year of Graduation: _____

Student Signature: _____ Date: _____

Parent or Guardian name (please print): _____

Signature: _____ Date: _____

2009-2010

Technology 2012: The Future of Learning @ SAS

**Shanghai American School
Steps to Technology Success
Year One Professional Development Plan**

West Campus

258 Jin Feng Lu

Zhudi Town, Minhang Dist.

Shanghai, China 201107

Tel: 6221-1445

East Campus

Shanghai Links Executive Community

San Jia Gang, Pudong

Shanghai, China 201201

Tel: 6221-1445



Shanghai American School
An International Community

Background:

The Shanghai American School Steps to Technology Success (SSTS) are based upon the adopted National Educational Technology Standards and performance indicators from the International Society of Technology Education. The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

Structure and Minimum Standard:

The SAS Steps to Technology Success (SSTS) are each divided into foundational skills and concepts that will be supported in a comprehensive professional development program that will begin in the fall of 2009 and be adjusted and refined through following two academic years. By the year 2012, all teachers (new or veteran) at SAS will be held to the minimum standard of mastery of the first 6 (Six) Steps to Technology Success.

Platform:

The Educational Computing Platform for Shanghai American School is the Apple Macintosh. Like all computing platforms, the Macintosh does have periodic system updates that will be installed on the computer. These “updates” may change the operational nature of the machine in small or large ways depending on the depth and breadth of the system update and the need of the organization. What this means to the community members at SAS is that continued and ongoing self-education is necessary by all members about the “whys”, “hows” and “whats” of use of the computer and its operating system.

If warranted, and required inservice sessions will be lead by technology facilitators. Any and all system skills would be considered foundational skills listed in SSTS #1, and it is the expectation that our school employees using the adopted platform maintain these skills throughout the time of their employment.

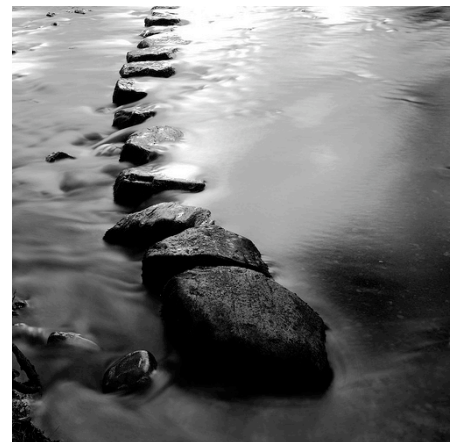
Shanghai American School

Steps to Technology Success (SSTS)



SSTS I: Foundational Skills for Technology Survival

- Technology 2012:The Future of Learning @ SAS- Technology Plan Awareness
- SAS Acceptable Use Policy
- 21st Century Skills- Awareness
- Macintosh System Basic Skills-
 - Laptop Care and Troubleshooting
 - Wireless (Airport) Connectivity
 - System Preferences and Dock Use
 - Printing
 - Files/Folders/Saving/Copying
- Safari and Mozilla Firefox
 - Web-Browsing Basics
 - History, Bookmarks, etc.
- Organizational Skills
 - Email Use
 - iCal
 - Calendar Creation, use and subscriptions
- iLife
 - iTunes
 - iPhoto
 - Photo Organization and Editing
- iWork and Office
 - Basic Word Processing (Word or Pages)
 - Spreadsheet (Excel or Numbers)
 - Presentation Software (Powerpoint or Keynote)
- PowerSchool Operational Skills
 - Attendance
 - PowerGrader (where appropriate)



Together we will:

- Step 1: Watch Tour of 21st Century Learning DVD. Click on the Discussion tab above and leave a comment about a project you're interested in adapting for next year.
- Step 2: Test MacBook w/ your classroom LCD, SMARTBoard, ELMO, electronic microscopes, probes, heart monitors etc. (if applicable)
- Step 3: Join Apple Learning Interchange (ALI). Find a project you'd like to adapt for next year.
- Step 4: Create a del.icio.us account. Add a few colleagues to your network.
- Step 5: Connect a MacBook to the Novell network.
- Step 6: Evaluate a few of Atomic Learning's Mac tutorials. Check your email for log-in.
- Step 7: Convert one of your Powerpoint presentations to a Keynote presentation.
- Step 8: Compare MS Word Mac to Pages.
- Step 9: Compare Safari to Firefox to Internet Explorer.
- Step 10: Create a Google document to store your various account usernames and passwords (Gmail, Moodle, Wikispaces, iTunes, etc)
- Step 11: Access the SAS Professional Development Ning

SSTS 2: SSTS #3: Learn about Web 2.0, and Why it Matters

<http://k12learning20.wikispaces.com/2-web2>

Introduction

The term "Web 2.0" can be applied across broad categories of emerging technology tools and design principles, social and economic shifts, business philosophies, participatory media and culture, etc.... Web 2.0 tools (blogs, wikis, podcasts, social networking and social bookmarking sites, tagging, photo- and video-sharing, RSS, etc...) are collaborative, browser-based and user-driven. They include platforms and tools for publishing, connecting, sharing, organizing and remixing.

A popular synonym for "Web 2.0" is the "Read/Write" web, which suggests that users are contributing, creating and collaborating rather than just consuming web content. "Web 1.0" or the "Read-Only" web was a place where the average user didn't publish content, because it required technical knowledge (HTML and other programming code) and money (to purchase server space and software). Web 2.0 tools allow users to easily participate and to customize their online experiences.

At its core, Web 2.0 is about powerful Web-based technologies connecting people and ideas.

So, what is Web 2.0?

Here are a few "one-sentence" definitions, and one that is slightly longer:

- "It's not a web of computers; it's a web of people." - Tim Berners-Lee, Inventor of the World Wide Web
- "Working on the Internet is the same as working on your desktop." - Sarah Bresee, Outcast
- "Web 2.0 is the two-way web where content finds you." - Ron Rasmussen, KnowNow
- "People doing things together on the web." - Mitchell Baker, Mozilla Foundation
- "The new WWW: Whatever. Whenever. Wherever." - Tom March, Educator, Inventor of WebQuests



View the four videos:

- The Machine is Us: <http://www.youtube.com/watch?v=6gmP4nk0EOE>
- Did You Know- Shift Happens: <http://www.youtube.com/watch?v=ljbl-363A2Q>
- A Vision of Students Today: <http://www.youtube.com/watch?v=dGCJ46vyR9o>
- Watch "The Networked Student In Plain English" (<http://www.youtube.com/watch?v=XwM4ieFOotA>)

Task:

What might Web 2.0 look like in school? Read the attached article "A Day in the Life of Web 2.0." http://k12learning20.wikispaces.com/space/showimage/a_day_in_the_life_of_web_2_0_AppC.pdf by David Warlick. Consider the ways in which Web 2.0 tools might change (or have already changed) your professional practice. How might you be able to use these new tools to engage today's "digital learners?" Why would you want to? Next, you will be asked to complete a blog post reflecting on your initial thoughts about Web 2.0 and its role in 21st Century teaching and learning, so please write or type some notes for a future blog post.

SSTS #3: The use of Atlas for Curriculum Mapping

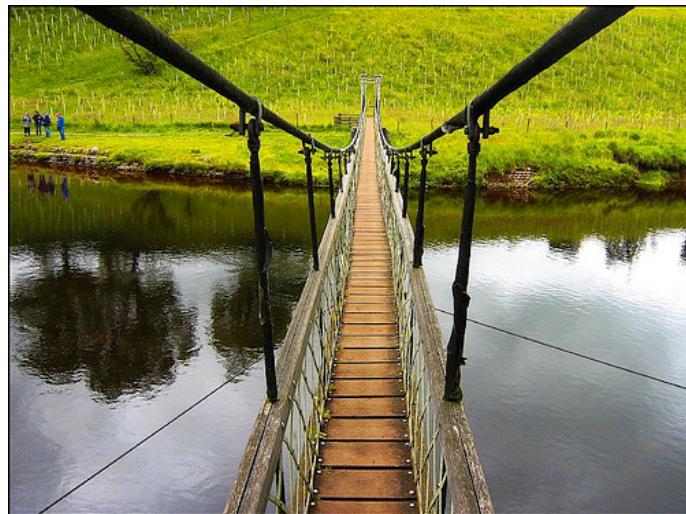
- Learn to log in and navigate the Atlas Mapping System. (<http://saschina.rubiconatlas.org/>)
- Learn to create, review, revise curriculum maps
- Learn to post questions and review notes on maps

SSTS #4: Using PowerSchool, PowerGrader

- Learn to login and take attendance. (<http://powerschool.saschina.org/teachers/pw.html>)
- Learn to create gradebooks (at appropriate grades) and to use the reporting functions to create progress reports and report cards.

SSTS #5: Blogging

- Watch “Blogs In Plain English” (<http://www.youtube.com/watch?v=NN2I1pWXjXI>)
- Set up your <http://teachers.saschina.org> blog and write your first posts. Watch these screen-casts for review from this SSTS session with your technology leader.
- Explore some uses of blogs in education. Consider possibilities for blogging in your professional environment. Consider this as a possible blog post.



SSTS #6: RSS and Aggregators

- Watch “RSS In Plain English” (<http://www.youtube.com/watch?v=0klgLSxGsU>)
- Learn about RSS and set up a Netvibes (<http://www.netvibes.com/#General> page or a Google Reader (<http://www.google.com/reader/view/>)
- Feed your reader: find & subscribe to a feed(s).

SSTS #7: Wikis

- What is a wiki?
- Watch “Wikis in Plain English” (<http://www.youtube.com/watch?v=-dnL00TdmlY>)
- Explore educational uses for Wikis.
- Set up your own page on the wiki installation at SAS (<http://wiki.saschina.org/>)

SSTS #8: Images, Music & Slideshows

- Learn about Creative Commons: (<http://creativecommons.org/>)
- Watch “Photo Sharing In Plain English” (<http://www.youtube.com/watch?v=vPU4awtuTsk>)
- Intro to Photo-sharing and Tagging; explore Flickr (<http://www.flickr.com/>), Picassa (<http://picasa.google.com/>) or the school’s photo sharing site. (<http://portal.saschina.org/gallery>)
- Create a Garage Band Slideshow using Creative Commons photos and music. Upload to the SAS Media Server (<http://portal.saschina.org/video>) to share.

SSTS #9: Discover & Reflect

- Attend a "21st Century" Conference (in your PJs)
- Explore one or more tools of choice. Examples might include:
 - * Blabberize (<http://blabberize.com/>)
 - * Glify (<http://www.glify.com/>)
 - * Quizlet (<http://quizlet.com/>)
 - * Ta-Da List (<http://www.tadalist.com/>), etc.
- Blog about something interesting you've found in your Google Reader.



SSTS #10: Social Bookmarking & Tagging

- Introduction to Social Bookmarking:
- Watch “Social Bookmarking In Plain English” (<http://www.youtube.com/watch?v=x66IV7GOcNU>)
- Set up a Diigo (<http://www.diigo.com/>) account and begin adding and tagging resources.

SSTS #11: Podcasting & Video-sharing

- Introduction to Podcasting:
- Watch “Podcasting in Plain English” (<http://www.youtube.com/watch?v=y-MSL42NV3c>)
- Explore some educational podcasts.
- Create an enhanced podcast using GarageBand
- Intro to Video Sharing; Explore YouTube, TeacherTube (<http://teachertube.com/>) and the SAS Media Server

SSTS #12: Get Productive

- Use Google Docs to create and share collaborative documents, spreadsheets and presentations. For an introduction to Google Docs, watch “Google Docs In Plain English” (<http://www.youtube.com/watch?v=eRqUE6IHTEA>)
- Create a custom start page using Netvibes or iGoogle (<http://www.google.com/ig>)
- Blog about something interesting you've found in your Google Reader.

SSTS #13: Connect & Reflect

- Learn about Social Networking and explore the Classroom 2.0 and other education-related NING Networks.
- Watch “Social Networking In Plain English” (http://www.youtube.com/watch?v=6a_KF7TYKVc)
- Add your reflections to the SSTS Wiki with a linked Garageband Enhanced podcast. Blog about your experiences and next steps.

